INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS

Career Counseling Taskforce of the SWIC

Agenda

May 26, 2016

10:30-12:00

❖ Welcome and Introductions – Mayor Milo

❖ Overview of taskforce function – Mayor Milo

❖ Review existing sites and resources identified as aligned to career readiness – Amy Marsh, Amanda Culhan, Matt Fleck

❖ Review grants available to expand CTE - Amy Marsh

❖ All other groups working on counseling - Amanda Culhan

❖ Review Adult Career Readiness Standards and current uses - Amy Marsh

❖ Review current marketing and outreach efforts – Tim Clark

❖ New Skills for Youth grant – Amanda Culhan

❖ Adjournment – Mayor Milo

INTERESTS

APTITUDE

TRAINING

SUSTAINABLE EMPLOYMENT

SKILLS

JOB DEMAND

EDUCATION

GOALS:

- Pre-K through Adult counselors and advisors will know current and projected occupational demand in their region, along with the skills, education and training associated with each occupation
- Current occupational demand data will be used to inform decisions made by parents, students, clients, educators and training providers
- Educational programs and services will be mapped to jobs in demand

ASSUMPTIONS:

- DWD, DOE and CHE have the relevant data
- DWD, DOE and CHE connects occupations to in-demand skills
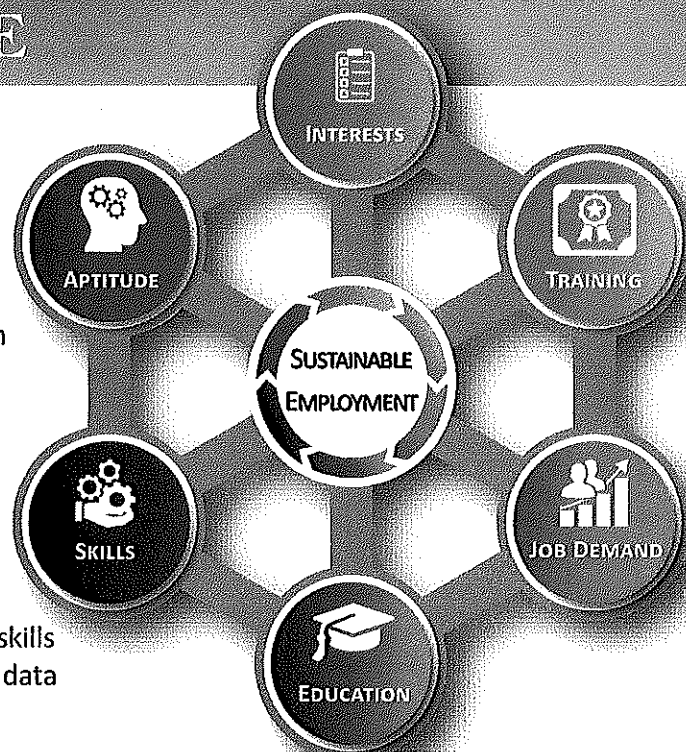- State agencies will work closely together to knit relevant data

ACTIVITIES:

- Integrate demand for occupations in ICE
- Market via social media, TV, print, IBJ, IIB
- Create advisor and counselor listserv
- Add demand content to counseling/advising degree and training programs
- Develop curriculum support materials: lesson plans, assessments and resource list
- Upskill JAG counselors, CTE teachers, transition coaches, WorkOne career and academic advisors through online professional development
- Embed employability skills in general education core and develop rubric to measure
- Incentivize work-&-learn opportunities for Hoosiers ages 16-29 to focus on high-demand occupations

INDICATORS OF SUCCESS:

- Distribution of materials to all education and training providers by **August 1, 2016**
- Demand data incorporated in all relevant sites by **January 1, 2017**
- Programs that train counselors/advisors embed demand in content by **August 1, 2017**
- Surveys indicate use of demand in careers course by **June 1, 2017**
- 50% of all K-12 districts, community college campuses and AE providers use employability skills in classroom or apply these in a work ethic certification by **June 1, 2018**
- Additional 10K internships or apprenticeships available in high-demand occupations by **June 1, 2017**

OUTCOMES:

- Student (and parent) choice is informed by occupational demand thereby allowing students to seamlessly move from education to career in Indiana
- All counselors/advisors have a tool — internet based and appified — that will provide up-to-date information on occupational demand
- The workforce supply will acquire the necessary skills in education and training programs to fill in-demand jobs

MINDSETS

Intellectual Risk Taking - Develops a healthy balance of mental, social/emotional and physical well-being; understands that life-long learning are necessary for long-term career success; willingness to work and learn and continually apply new knowledge

Appreciation of Diversity - Embraces diverse views and varying perspectives; demonstrates empathy and respect for others

Self-confidence - Possesses belief in own ability to succeed

Sense of belonging - Demonstrates a sense of belonging in the job environment; demonstrates commitment to an organization

Career Path - Relates interest, aptitude and abilities to appropriate in-demand occupations in order to select career path

SELF-MANAGEMENT SKILLS

Pride in Work - Assumes responsibility, takes personal ownership of performance quality; understands short-comings and sets goals to improve

Self-Discipline - Demonstrates self-discipline and self-control

Independence - Works independently; creates relationships with mentors and supervisors that support success

Perseverance - Delays immediate gratification for long-term rewards; demonstrates endurance, follow-through and capacity to complete tasks

Stress Management - Overcomes barriers to learning in the workplace; demonstrates effective coping skills when faced with a problem; performs under pressure and achieve deadlines

Time Management - Prioritizes and balances school, home, work and community activities

Adaptability - Manages transitions and adapts to changing situations and responsibilities

Integrity - Trustworthy, honest and comprehends ethical courses of action

Professionalism - Uses appropriate judgement; demonstrates empathy and respect for others, demonstrates social maturity and behaviors appropriate to the situation and environment; dresses appropriately, speaks politely

Work Ethic - Punctual with good attendance; does not abuse drugs; maintains appropriate hygiene and attire; demonstrates ethical decision-making and social responsibility

LEARNING STRATEGIES

Written Communication - Applies reading, writing, math and scientific principals and procedures

Decision Making - Utilizes critical thinking skills to make informed decisions based on options, rewards, risks, limits and goals

Initiative - Applies self-motivation and self-direction to learning

Technology Savvy - Applies existing and emerging media and computer application skills

Attention to Detail - Demonstrates high-quality work by reviewing the detailed aspects of work process and end products or service

Organization - Plans and organizes long and short term academic, career and social/emotional goals; balances all types of workplace and personal situations

Information Gathering - Observes and gathers evidence and considers multiple perspectives to make informed decisions; locates, organizes, analyzes and communicates information

Problem Solving - Applies critical thinking skills to complex problems; evaluates causes, problems, patterns or issues and explores workable and innovative solutions to improve situations

SOCIAL SKILLS

Oral Communication - Clearly, effectively and convincingly expresses ideas and messages to others

Teamwork - Creates positive and responsive relationships with peers, colleagues and customers; uses effective collaboration and cooperation skills

Leadership - Guides, supports and encourages groups of diverse teams; sharing knowledge and skills when possible

Conflict Management - Negotiates to resolve or mediate conflict; avoids potential or perceived conflict

Self-Advocacy - Asserts self when necessary

WORKPLACE SKILLS

Personal Safety - Demonstrates personal safety skills

Follows Directions - Follows employer established policies and business practices

Resource Allocation - Identifies, leverages and distributes money and materials effectively and efficiently

Customer Service - Responds quickly to the needs of customers and achieves customer satisfaction

IMAGINING
the possibilities.
MAKING THEM HAPPEN.

**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

College- and Career Counseling in Indiana

This document represents implementation ideas from the Indiana Department of Education in alignment with the Indiana Career Council Strategic Plan.

Key Areas:
1. **Indiana Department of Education Lead Initiatives**
2. **Collaboration Opportunities between IDOE and Partner Agencies**
3. **Recommended Legislative Action**
4. **State Board of Education Action**
5. **Funding Considerations**

1. Indiana Department of Education Lead Initiatives

Designed to improve college and career awareness, preparation, and success:

- **Standards** (2.2, 2.3)
  - Update Indiana's student guidance standards to include college and career readiness and employability skills (indicating knowledge and skills students should have at each grade level)
  → Finalized Indiana School Counseling Competencies for Students (formerly Indiana Student Standards for Guidance), November 2015
  - Develop a supplemental guidance document to include resources to assist in the instruction of the competencies.
  → In progress
- **Developmental CCR Education** (2.2)
  - Inform Indiana School Counselors of a developmental approach to College and Career Readiness education (Ex: NOSCA model http://nosca.collegeboard.org/eight-components)
  → In progress: development of college and career readiness online professional development lessons in moodle.

- o Develop or identify a systemic process for identification of students who would benefit from intensive career readiness preparation.
  →Discuss inclusion in the 2017 Career Ready campaign; collaboration with Learn More Indiana.

- **Model Programs** (2.2, 2.3, 2.4)
  - o Development of *The Role of the School Counselor* manual or e-briefs to be distributed to Superintendents and Principals to include best practices, recommendations, and information about model programs
    - Recommendations will include but not be limited to removing non-program duties from School Counselors (i.e. lunch and hallway supervision, test coordination and administration, substitute teaching, etc.); hiring others (retired educators, for example) to administer assessments or oversee test coordination; release time for professional development; improving parent communication and education on CCR;
    - School Counselor Evaluations to include:
      - ➤ college and career counseling professional development;
      - ➤ the demonstration of a developmental and data-driven program: Data, (analysis of data to include disproportionality), Priority Goals (SLOs), Strategies to obtain goals, year-end results and analysis, SLOs to include college and career counseling (i.e. career center, business and industry, college visits; career days; work-based learning opportunities, apprenticeships, etc.)
      →State model school counselor evaluation tool to be considered for revision 2016-17
  - o Model College and Career Counseling Programs – partner with state agencies (DWD, CHE, and Indiana Chamber), postsecondary institutions, practicing counselors, etc. to define model programs (to be recognized as such by one of the agencies or a combination of agencies).
    →Indiana Chamber– planning to apply best models of service across the spectrum of counseling.
    →Possible creation of an online 'hub' highlighting best practices.
    - Postsecondary-going culture starting at the elementary level; master's level school counselors at the elementary level; inclusion of career and employability standards (K-12), utilization of career exploration tools, etc.
      →Revised student competencies
      →Galaxy pilot extended into year 2 (2015-16)

- **School Counselor Professional Development** (2.2, 2.3, 2.4)
  - Regional Workshops to incorporate business and industry partners; regional state and national trends; 'State of the Workforce'
    → DOE partnership with DWD, CHE, fall 2015
    → Anticipated combined DOE/CHE/ISFAA workshops with DWD involvement, fall 2016
  - Encourage administrators to allow 'release time' for school counselors (up to 3 days/school year); use professional development days for counseling – specific PD needs, including the opportunity to meet with other counselors in the corporation and county and for college, military, business and industry visits.
  - Encourage school counselors to complete 30 (of 90) hours of professional development in the areas of college and career counseling for license renewal; completion of the college and career counseling certificate or certification
  - Update the DOE online professional development series in moodle
    → Lessons added in 2015-2016 include 21st Century Scholars, College & Career Readiness at the Elementary level; Supporting English Learners; Trauma-informed Care; Understanding Grief of Children and Teenagers; Indiana Career Explorer. Lessons in progress include Demand Driven Counseling: What Employers are seeking now and in the Future; Bullying Prevention; College and Career Counseling at the Secondary level; Supporting Military Families.
  - Make available the 'State of the Workforce' quarterly to counselors.
    → DWD created and distributed to counselors, students, parents, etc., spring 2016

- **Parent Communication and Education** (2.3)
  - Increase collaboration efforts with outreach coordinators, schools, college success coalitions, after school programs, community agencies, to improve CCR education for students and parents.
    → Intra-agency meetings – August 2015, ongoing
    → Monthly (sample) parent communications to be included via SS INtouch (2016-17) and messaging sent from CHE for the 21st C Scholars.

- **Practitioner Advisory Team**
  - A group of practicing School Counselors and college and career advisors who determine and present recommendations in regards to career advising, postsecondary access and success to the Indiana Postsecondary Access & Success State Leadership Team

- o Representing all levels of school counseling and postsecondary advising – elementary, middle, high, corporation-level, CTE, postsecondary (both a counselor educator and a current graduate student); representing different areas of the state; diverse; ISCA and IACAC; additional providers of postsecondary advising, which may include community partners or youth-serving agencies.
- o Academic, college/career, and social & emotional-specific recommendations to be included.
  - → 2017

2. Collaboration Opportunities between IDOE and Partner Agencies

Strategies of which IDOE staff will collaborate with partner agencies to improve college and career counseling:

→ Indiana Postsecondary Access and Success State Leadership Team, August 2015 - ongoing

- **Development of College- and Career Counseling Certification Program (2 Tracks) (2.3, 2.4)**
  - o Certificate or Certification (IDOE approved)
    - *Both tracks will include project-based, hands on experiences adhering to evidence-based practices, made available to all educators.*
    - *School Counselors, Work One Center Advisors, and Ivy Tech Admissions Officers are encouraged to obtain the certification.*
      → IDOE, ISCA, and Butler U. hosted a counselor educator meeting to propose this across institutions, August 2015.
      → DOE & partner agencies exploring available state-wide curricula
      → Indiana team to explore and discuss at White House Convening
  - o Identification of scholarships and grant funding to incentivize practicing counselors to earn this credential (Lumina, CHE, DWD, Indiana Chamber, Lily Foundation, etc.)
    → SB 271 (2015) did not pass but would have created a 'college and career readiness certificate' offered by postsecondary institutions and grants allowing counselors to earn such a certificate.
    → Exploration of grant funds and online curriculum that could be implemented state-wide.
- **School Counselor Preparation Programs** (2.3)
  - o Increase and improve college and career counseling courses offered at the graduate level

- College and career counseling certification track to be offered within school counselor graduate programs by 2020
- Require CCR standards and content; provide CCR knowledge and experiential components
- Include contact hour requirements with business partners, including participation in the 'State of the Workforce'
→ IDOE, ISCA, and Butler U. hosted a counselor educator meeting to propose this across institutions, August 2015
→ Butler U adding 2 courses to their counseling track
→ Counselor Educators convening at the national level to share best practices

3. Recommended Legislative Action

- **Graduation Plans** (2.2, 3.3)
  - Require educational pathways and degree mapping, tied directly to programs of study and career pathways within student graduation plans.
- **Work-and-learn Opportunities** (2.2, 2.4))
  - Tax incentives to business and industry who offer internship opportunities for students and counselors
  → EARN (Employment Aid Readiness Network) Indiana: Students with financial need have access to resume-building, experiential, paid internships, while employers receive state matching funds in exchange for hiring these students.
  → SWIC Work-and-Learn Taskforce; Work-and-learn core team; DWD partnership with NGA
- **School Counselor Ratios**
  - Require a ratio of 1:600 (school counselor to student) at the elementary level and 1:300 at the high school level to enable counselors to implement a *student-centered approach*.
  → SB 277 (2015) did not pass but would have required a school counselor in every Indiana elementary school.
  → ISCA legislative agenda, 2017
- **Scholar Success Program**
  - Scholar Success Program requirements would need to be reconsidered for ALL college bound students (modified based on their chosen career path)
  → ScholarTrack will be available to all students in January, 2017

Current Scholar Success Program Requirements

	PLAN	PREPARE	PAY
9	Create your graduation plan	Participate in an Extracurricular or Service Activity	Watch 'Paying for College 101'
10	Take a Career Interest Assessment	Get Workplace Experience	Complete the College Cost Estimator
11	Visit a College Campus	Take a College Entrance Exam (ACT/SAT)	Search for Scholarships
12	Submit your College Application	Watch "College Success 101"	File Your FAFSA

4. State Board of Education Action

Considerations that would require State Board action:

- **Required Curriculum** (2.2)
  - o 'Career Information and Exploration' required for all 8th grade students to include career interests, education of pathway options, high demand jobs and skills, etc. *(Teacher required to have school counseling and/or college and career counseling certification)*
    → Diploma taskforce proposed *Preparing for College and Careers* as a required course by the end of grade 9.
    → Career Interest Inventories taken at the 7th and 9th grade levels, utilizing the Indiana Career Explorer
    → Discussions to make updates to the Graduation Plan and the Indiana Career Explorer, spring 2016
- **Article 4 Revisions** (2.3)
  - o Require a counselor with a college and career counseling certification in every high school by 2020 and in every middle school by 2025.
  - o Require at least one trained/certified, master's level school counselor in every middle and high school.
- **School Counselor Professional Development** (2.3)
  - o Require 30 (of 90) professional growth hours in the areas of college and career counseling for license renewal; Require a college and career counseling certificate for School Counselor license renewal to include 2 hours of

professional development on the 'State of the Workforce (DWD, Indiana Chamber, IEDC, etc.).
→ ISCA Legislative agenda, 2017

- **Additional Considerations to explore:**
  - Incorporate in principal and superintendent training programs about the role of a licensed School Counselor
  - Longitudinal study of students through postsecondary to include an analysis of Dual Credit, AP, diploma type, remediation needs, successful completion, etc.
  - Creation of state-wide hub for all CTE- specific jobs and work-based learning opportunities
  → IN InternNet (postsecondary)

5. Funding Considerations

Funds needed to support some of the work noted above.

- **Grant funds**

To assist schools in developing innovative (to be defined) college and career counseling model programs
→ IN Chamber & CELL project concluded (Lilly Endowment); Part II to be determined.
→ CELL proposal, spring 2016.

Budget: High cost, high impact

- **Work-and-learn Opportunities** (2.2, 2.4))

Tax incentives to business and industry who offer internship opportunities for students and counselors
→ Expansion of EARN Indiana to high school students? (legislative action)

Budget: Moderate-High cost, High impact

- **School Counselor Ratios**

Require a ratio of 1:600 (school counselor to student) at the elementary level and 1:300 at the high school level to enable counselors to implement a *student-centered approach.*
→ $60 million fiscal impact to hire a school counselor in every elementary school
→ ISCA legislative agenda, 2017

**Budget: high cost,
high impact**

- **Scholarships**

To be awarded to practicing school counselors to complete the College and Career Counseling Certification - Counselors nominated by business, administrators, community leaders meet specific indicators (tie to data, student outcomes, # of students with completed graduation plans, pathway completers, number of business visits, improvements in AP, DC, industry certifications).
→ State-wide curriculum options under review, ongoing

**Budget: Moderate
cost, high impact**

- **Regional Career Counseling Workshops**

Hosted collaboratively (IDOE, DWD, IN Chamber, IN Career Council)
→ The DOE hosted regional workshops for school counselors with participation from DWD and CHE, fall 2015.
→ DOE, CHE, and ISFAA workshops with representation from DWD and IYI fall 2016.

**Budget: $25,000
high impact**

- **Career Exploration Program**
  - o   Indiana Career Explorer (Grades 6- 12+)
    Currently federally funded with contributions from DWD, CHE, and Ivy Tech
    → Indiana customizations TBD   **Budget: $425,000**
    → *Graduation Plan to be updated, 2016-17*   **high impact**

  - o   Elementary Career Exploration Program
    (elementary, intermediate)   **Budget: TBD**
    → Galaxy pilot year 2, 2015-16   **moderate impact**

Challenges to Effective School Counseling

Time
- High student to counselor ratios
- Limited/no funding for additional school counseling staff
- High % of school counselor time spent on test administration & non-counseling tasks
- Lack of support for utilizing others to assist in delivering school counseling program

Leadership
- Limited administrator and school counselor awareness of different ways to organize counseling programs
- Few models of effective school counseling
- Lack of a comprehensive student success approach – beyond academic success – at local and state level

Organization
- Support for alternative counseling program structures
- Absence of local and state priorities for school counseling program
- Lack of local and statewide goals for school counseling
- Growth schools completing Gold Star, RSC, RAMP

Training & Resources
- Limited college/career readiness training in school counseling pre-service programs
- Limited in-service college and career readiness/student success professional development opportunities for counselors
- Limited or no counseling training in principal or administration preservice programs

Incentives
- Few incentives for change
- Inconsistent use of school counseling evaluations/accountability

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Adult Career Readiness Standards

Indiana Department of Workforce Development

2015

Introduction

The *Indiana Adult Career Readiness Standards*, vetted by Hoosier employers, are the essential competencies that all Hoosiers need for sustained employment in any career field. The depth of understanding and demonstration for each skill within the competencies may vary by industry sector and employer; general aptitude in each area is crucial for success in the Hoosier workforce.

Universal standards allow those who serve adults in all settings to have access to clear and attainable benchmarks for success in the workplace. These standards do not propose how to teach or how to measure each competency. Teaching and measuring successful skill attainment is to be considered by local practitioners based on varying employment opportunities and diverse needs of those served. The standards do not have to be taught and measured in isolation; rather within the context of preparing for careers through academic coursework, advisory interaction, workshops and other regular exchanges with adult clients.

Clear, common identification of the pillars for successful employment is a fundamental resource for those who serve Hoosiers. These *Indiana Adult Career Readiness Standards* seek to provide clarity and targeted outcomes for all.

Three pillars of success provide the framework for these standards: applied knowledge, workplace knowledge and personal knowledge. Each pillar further describes the competencies and skills necessary for successful employment.

Acknowledgements

The Indiana Department of Workforce Development would like to thank the following individuals and organizations that were instrumental in the development of the Indiana Adult Career Readiness Standards:

Advisory Group
Hank Ahaus, Ivy Tech Community College, Batesville
Miche Grant, Center for Workforce Innovations
Mellisa Leaming, Alliance for Strategic Growth/Region 6 WorkOne
Jo Lister, Employment and Training Advisor Region 5 WorkOne
Chris Lowery, Chancellor, Ivy Tech Community College, Columbus & Southeast Regions
Trish Maxwell, Lafayette Adult Resource Academy

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Rick Sullivan, Academic and Career Counselor, Region 10 WorkOne

WIOA Taskforce of the State Workforce Innovation Council
Kent Kramer, President & CEO, Goodwill Industries of Central Indiana, Inc.
Caryl Auslander Vice President, Indiana Chamber of Commerce
Jessica Fraser, Program Manager, Indiana Institute for Working Families
Kylee Hope, Director, Bureau of Rehabilitation Services
Kate Lee, Director, Talent Engagement, St. Joseph County Chamber of Commerce
Robyn Minton, Vice President, Center of Workforce Innovations, Inc.
Kim Opsahl, President/CEO, INARF / Smart Partners Alliance
Lora Pastore, Assistant Supervisor, MSDWT Continuing and Community Education
Bradley Rhorer, Assistant Senior Manager, Subaru of Indiana Automotive, Inc.
Jeffery Russell, Director of Operations, Bureau of Rehabilitation Services
Anne Valentine, Vice President, Ivy Tech Community College
Greg Vollmer, President & CEO, WorkOne Northern Indiana
Patrick Wooten, Director, Eskenazi Health

Thanks to Amanda Culhan from the Indiana Department of Education for the K-12 College and Career Readiness Standards upon which these build; reflecting a continuum of learning across the lifespan.

Adult Career Readiness Standards, Adopted by the State Workforce Innovation Council
January, 2016

Pillar 1: Applied Knowledge

Overview: Maximizing client learning through high quality work, commitment, and academic successes demonstrate that the student is prepared for future learning and career options.

Competency 1: Critical and Adaptive Thinking
Skills
- ➢ Critically reviews, analyzes, synthesizes, compares and interprets information
- ➢ Draws conclusions from relevant and/or missing information
- ➢ Makes informed decisions considering alternate solutions, conclusions or approaches to challenges
- ➢ Transfers relevant information from one setting to another
- ➢ Gains knowledge through workplace observation and applies new knowledge in subsequent situations

Competency 2: Demonstrates knowledge of Reading, Writing, Mathematics,
Skills
- ➢ Prepares written materials which contain correct word usage and grammatical structure, and are easily understood
- ➢ Uses math to solve problems in work related documents
- ➢ Understands and interprets work-related documents
- ➢ Communicates thoughts, ideas, information, messages and other written information in a logical, organized and coherent manner

Competency 3: Technology
Skills
- ➢ Applies existing and emerging media and technology skills
- ➢ Navigates internet to find information
- ➢ Transfers technological knowledge to new situations

Pillar 2: Workplace Knowledge

Overview:
Helping clients to demonstrate 1) an understanding of the connection between skills and careers and 2) plan for and make successful transitions from education and training, and careers across the life span.

Competency 1: Planning and Organizing
Skills
> Arrives on time and has good attendance practices; demonstrates effective time-management
> Plans and organizes long- and short-term academic and/or career goals
> Demonstrates the ability to balance education, home, work and community activities

Competency 2: Generates solutions and improvements
Skills
> Identifies problem, collects information, forms opinion and draws conclusions
> Defines and describes problem, collects information, and works to fix it
> Explains process by which conclusion was obtained

Competency 3: Decision Making
Skills
> Gathers evidence and considers multiple perspectives to make informed decisions
> Understands and anticipates consequences of decisions
> Refrains from abusing drugs and understands employer consequences of abusing them
> Demonstrates ethical decision-making and social responsibility

Competency 4: Workplace Fundamentals
Skills
> Monitors own performance to make improvements or take corrective action
> Follows written and spoken multi-step directions
> Understands, uses, monitors and improves systems
> Demonstrates buy-in to the organization's goals, mission, vision
> Considers relative costs and benefits of potential actions to choose the

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most appropriate action
- ➤ Locates, organizes, analyzes and communicates information
- ➤ Demonstrates high quality work by paying attention to details

Competency 5: Customer Focus
Skills
- ➤ Provides personalized, prompt and accurate service
- ➤ Is attentive to what others are saying in conversation
- ➤ Is pleasant and courteous with internal and external customers or clients
- ➤ Maintains eye contact, appropriate personal space, and functions within expected social norms in a professional setting

Competency 6: Working with Tools & Technology
Skills
- ➤ Considers which tools and technological solutions are appropriate for a given job
- ➤ Demonstrates personal safety skills as well as safety for others while operating tools and technology
- ➤ Determines causes of operating errors and recommends what to do about them
- ➤ Adheres to standard conventions for safeguarding privacy and security

Pillar 3: Personal Knowledge

Overview: Helping clients acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, establish and maintain positive relationships, and make responsible decisions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Competency 1: Teamwork
Skills
- ➤ Creates positive and responsive relationships with others
- ➤ Creates relationships with mentors and supervisors that support success
- ➤ Uses effective collaboration and cooperation skills
- ➤ Uses leadership and teamwork skills to work effectively in diverse teams
- ➤ Engages in work outside defined job duties to assist with team goals

Competency 2: Communication
Skills

> Negotiates to resolve conflicts
> Considers others' viewpoints
> Recognizes and interprets the verbal and nonverbal behavior of others
> Articulates personal skill set, knowledge and abilities; and how these skills are applicable in the workplace

Competency 3: Respect
Skills

> Demonstrates empathy and respect for others and their opinions, including those not present
> Displays positive attitude and sense of self-worth
> Demonstrates professional courtesy to others

Competency 4: Integrity
Skills

> Demonstrates respect for other employee's and company's time and property
> Accepts responsibility for decisions and actions
> Demonstrates honesty by accepting responsibility for decisions and actions

Competency 5: Initiative
Skills

> Applies self-motivation and self-direction to learning and work
> Demonstrates ability to work independently
> Demonstrates ability to delay immediate gratification for long-term rewards
> Demonstrates advocacy skills and ability to assert self, when necessary

Competency 6: Dependability & Reliability
Skills

> Attends and participates in work activities every day
> Assumes responsibility appropriately
> Fulfills obligations, completes assignments and meets deadlines

Competency 7: Adaptability
Skills

> Demonstrates ability to manage transitions and flexibility toward changing situations and responsibilities
> Demonstrates ability to overcome barriers
> Demonstrates effective coping skills when faced with a problem

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> ➤ Embraces new approaches when appropriate and discards approaches that are no longer working

Competency 8: Professionalism
Skills

> ➤ Demonstrates self-discipline and self-control
> ➤ Demonstrates commitment to the norms of a workplace through skills, appropriate judgment and word choice
> ➤ Maintains appropriate hygiene and attire
> ➤ Demonstrates social maturity and behaviors appropriate to the situation and environment
> ➤ Takes ownership of work

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The following documents and resources provided assistance to the standards development process:

1. *ASCA Mindsets & Behaviors Program Planning Tool, http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors*

2. *National Network of Business and Industry Associations: " Common Employability Skill Framework"*

3. *US DOE, Office of Career and Technical Education: Employability Skills Framework, http://cte.ed.gov/employabilityskills/*

4. *ACT Work Keys®, http://www.act.org/workforce/resources.html*

5. *Jobs for Americas Graduates (JAG) National Center for Best Practices, http://www.jag.org/*

6. *Center for Employability Outcomes powered by Skills Engine, http://www.c4eo.org/*

7. *Lumina's Connecting Credentials: A Beta Credentials Framework, http://connectingcredentials.org/framework/*

8. *Indiana Economic Development Region 1, Greater Clark County Schools, and Evansville Vanderburgh Schools have applied Employability Skills in their Work Ethic Certificate (each locally developed)*

9. *ONET skills, in partnership with American Job Center, https://www.onetonline.org/find/descriptor/browse/Skills/*

IMAGINING
the possibilities.
MAKING THEM HAPPEN.

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School Counseling
Did you know?

Licensing

- An Indiana School Counseling license requires a masters degree in school counseling
- Effective June 1, 2015, school counseling (initial) licensure requirements include the passage of a CORE content exam.
- School Counseling Standards for Licensure: Human Development & the Learning Process; Theories & Practices in Education & School Counseling; The School Counseling Guidance Program; Individual Counseling, Small Group Counseling, & Classroom Guidance; Responsive Services & Crisis Counseling; Career & Postsecondary Educational Guidance & Counseling; The Leadership Role of the School Counselor; Professional, Legal, & Ethical Standards & Issues in School Counseling

Article 4, The Student Services Rule

- Requires at the secondary level and recommends at the elementary level, educational and career services, coordinated by a licensed school counselor
- Recommends a ratio of 1:300 (secondary) and 1:600 (elementary)
- Requires student assistance services across all levels, coordinated by a licensed school counselor, certified school psychologist, or certified school social worker (master's level)
- State accredited schools are required to comply with Article 4 (Accreditation - Legal Standard 7)

Standards

- Indiana School Counseling Competencies for Students, revised 2015, Academic, Career, Social/Emotional Development
- Indiana Program Standards for School Counseling

Data

- Indiana's average school counselor to student ratio across all levels as of January, 2015, was approximately **1:634** (ISCA, Butler U., DOE)
  Elementary/Intermediate: 1:1,115   Middle/Jr High 1:462   High 1:365
  The recommended school counselor to student ratio at the national level is **1:250**
- **1:541** (US Dept. of Education, National Center for Education Statistics, Elementary/Secondary Survey 2013-14); Indiana had the 10th highest ratio in the U.S.
- 129 Indiana schools, the most in the country, have received the **Recognized ASCA Model Program Award**, demonstrating the delivery of a comprehensive, data-driven school counseling program

- School Counselor Time-Use Data

	2010	2011	2013 N=617	*2013 N=427	2015 N=335
Counseling	20%	23.1%	17.1%	15.4%	21.8%
Guidance	32%	29.9%	21.9%	21.4%	26.1%
Advocacy	13%	13.1%	10.8%	10.6%	13.6%
Program Mgmt.	19%	16.8%	13.3%	13%	17.1%
Non-Counseling	18%	18.2%	36.8%	39.5%	19.5%

DOE survey tied to the annual DOE School Counselor workshop registration.
*Data collected through the Indiana Chamber of Commerce study in 2013.

School Counselor Research
- Lack of time identified as the #1 issue by Indiana School Counselors
- Lack of clarity about School Counselors' roles/responsibilities
- Too little time is spent on College and Career Readiness (CCR)
- Counselor education programs provide insufficient preparation in college and career counseling
- 'Tending duties' (non-counseling tasks) pull counselors away from CCR
- 81% of School Counselors reported wanting to spend more time with students, especially on postsecondary preparation
  2016 Fleck Education; Indiana Chamber of Commerce study, 2013

School Counseling-focused Committees
- Indiana Postsecondary Access & Success State Leadership Team
  - White House Convening team
- Indiana Chamber of Commerce Resource Group
- Professional Associations
  - Indiana School Counselor Association (ISCA)
  - Indiana Association of College Admissions Counseling (IACAC)
- Future
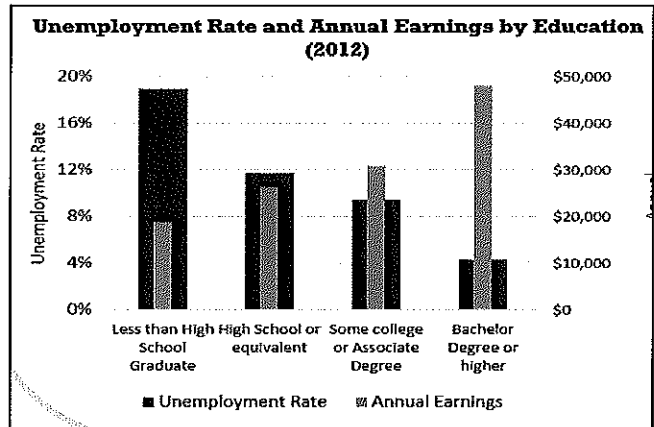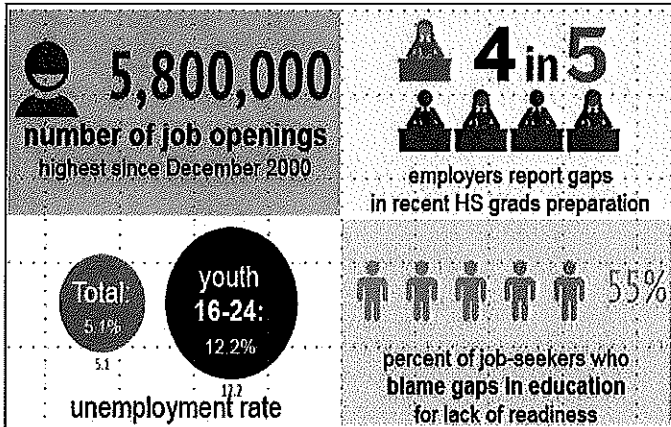 - Practitioner Advisory Team

Contact: Amanda Culhan, IDOE Program Coordinator for School Counseling, aculhan@doe.in.gov

Phase One: Planning Grant

NSFY overarching goals:
- Expand access to career pathways for all students, especially rural & underserved
- Catalyze transformational approaches of programs and policies
- Increase student career awareness and career readiness

5,800,000
number of job openings
highest since December 2000

4 in 5
employers report gaps in recent HS grads preparation

Total 5.1%
youth 16-24: 12.2%
unemployment rate

55%
percent of job-seekers who blame gaps in education for lack of readiness

Unemployment Rate and Annual Earnings by Education (2012)

Education	Unemployment Rate	Annual Earnings
Less than High School Graduate	(bar)	(bar)
High School or equivalent	(bar)	(bar)
Some college or Associate Degree	(bar)	(bar)
Bachelor Degree or higher	(bar)	(bar)

■ Unemployment Rate   ▨ Annual Earnings

Indiana's NSFY Goals
- Improve the talent pipeline in 4 highest demand sectors:

Advanced Manufacturing	Information Technology
Education	Healthcare

- Expand Career Awareness K-12, with emphasis on early grades
- Improve Employability Skills across K-12, postsecondary and adult populations
- Engage and increase education/employer/community partnerships statewide
- Transform any negative perceptions of CTE pathways and promote economic benefits

Indiana's Planning Grant Objectives (May – October)
1. Comprehensive diagnostic assessment of state career preparation systems
2. Collection and analysis of key data, for ALL students and adult learners
3. Development and/or refinement of a 3-year Career Readiness Action Plan
4. Identification and plans for removal of barriers that prevent executing key strategies

Core Values: Demand driven, rigor & quality, alignment, accountability, scaled pathways, aligned funding streams

Indiana's Core Team Members: DOE, DWD, CHE, CELL, ITCC, VU, SBOE, ITCC, VU, IACTED, IYI, IAN, Subaru

IMAGINING the possibilities
MAKING THEM HAPPEN
Indiana Department of Education

More Information:
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Sponsors:

JPMORGAN CHASE & CO.   CCSSO
Council of Chief State School Officers

ADVANCE >> CTE
State Leaders Connecting Learning to Work

Education Strategy Group
Achieving Greater Impact

INDIANA COMMISSION for
HIGHER EDUCATION

21st Century
SCHOLARS
INDIANA

21st CENTURY SCHOLAR PROGRESS REPORT

High School Class of 2017
Statewide

As of 4/27/2016, **68%** of **17261** enrolled class of 2017 Scholars have ScholarTrack accounts and **8%** of these students are on track to earn their 21st Century Scholarship. **1140** members of school staff have activated a ScholarTrack staff or administrator account.

ATTENTION: Beginning with the graduating class of 2017, 21st Century Scholars must verify completion of the Scholar Success Program using their online ScholarTrack account (Scholars.IN.gov/ScholarTrack). **Students who fail to complete these required activities before June 30th of their senior year will lose up to four years of paid college tuition.**

NEED HELP? Call 1-888-528-4719 or email Scholars@che.in.gov for assistance.

The **Scholar Success Program** includes required activities that will help your students stay on track for college and career success.

GRADE	REQUIRED ACTIVITIES		
09	Create a Graduation Plan[1] 55%	Participate in an Extracurricular or Service Activity 53%	Watch "Paying for College 101" 51%
10	Take a Career Interests Assessment 48%	Get Workplace Experience[2] 42%	Estimate the Costs of College 41%
11	Visit a College Campus 16%	Take a College Entrance Exam (ACT or SAT) 10%	Search for Scholarships[3] 15%
12	Submit Your College Application N/A	Watch "College Success 101" N/A	File Your FAFSA N/A

1. Plan should be updated annually to keep students on track for high school graduation and college admission.
2. Includes job shadowing, internship, part-time employment, interviewing a professional or related experience linked to a student's career aspirations.
3. Includes any additional scholarship opportunities beyond the 21st Century Scholarship.

www.scholars.in.gov